



# **Year 8 Expectations Evening**

## **Wednesday 11<sup>th</sup> September**



# Expectations Evening Agenda

1. Welcome
2. Mrs Pye, Headteacher
3. Ms Johal, Deputy Headteacher
4. Mr Patel, KS3 Leader
5. Ms Hughes, Year Leader
6. Mr Parry, Deputy Year Leader
7. Mr Laryea, Assistant Headteacher



# Mrs Mia Pye - Headteacher



At Greenford High School since 2000  
(with just 4 years elsewhere).

From English teacher to Headteacher.

Most recently, Deputy Headteacher at  
Elthorne Park High School (Ofsted  
'Outstanding' 2019).





# How will we help your child to succeed at Greenford?



A dedicated Year 8 team.  
Support, focus, high expectations.  
An individualised approach.



# What is important about Year 8?

- Rules, procedures and ethos of i-Block will continue.
- A transition into KS4.
- Work will be more challenging; expectations higher.



# What do we need from you?

- Support us.
- Raise concerns early.
- Supervise homework; provide a place for study.
- Limit screen time.
- Encourage reading.
- Check contact details are correct, especially email.



**Ms A Johal**  
**Deputy Headteacher**  
i/c Achievement



# The i-Block

## Our first year:

- Students have really enjoyed their first year in the i-Block, the feedback from parents and students has been overwhelmingly positive.
- Behaviour has been very good, our best ever with Y7.
- The routines have been established and are clear and they work.
- Students are more focused in lessons and as a result are making excellent progress.





# Line Up





# One way System





# Lessons





# Assembly





# The impact of our routines & ethos

We have very high expectations, which have led to:

- Calm and purposeful environment
- Students are more focused in lessons and thus making more progress
- Students are more respectful of the school and the environment
- Students are proud of themselves



# The KS3 Assessment Grading System

**We are using GCSE grades at KS3 & 4 to report on how your child is performing.**

The benefits include:

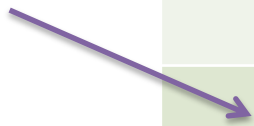
- It allows us to track progress from KS2 to KS4
- It will highlight students who are not on track to achieve their target grades
- We can intervene earlier



# New GCSE Grades

New GCSE Grades	Equivalent Grade
9	A**
8	A*
7	A
6	B
5	C+/B-
4	C/C-
3	D
2	E
1	F/G

Good pass



Standard pass





# Assessment Grading

Level of Understanding	Terminology	GCSE Grade
Student has demonstrated that they understand the <b>basic knowledge and skills</b>	Developing	3-
Student has demonstrated <b>secure understanding</b> in this are and is working confidently at this level	Secure	3
Student has started to develop their knowledge and skills to a <b>higher level</b>	Extended	3+





# Attainment Grades

- The attainment grade tells you how your child is achieving at that time
- A student aiming for grades 9-7 in Y11, should achieve grade 4 at the end of Y8
- A student aiming for grades 6-5 in Y11, should achieve grades 2/3 at the end of Y8



# Tracking progress

**Every child should make progress from one interim to another**

## Attainment Grades

Interim 1

Interim 2

Interim 3

History

4-

4

4+

Maths

3+

3+

3+



# Attitude to Learning

**1 – Excellent; 2- Good;**

**3 – Satisfactory; 4- Unsatisfactory; 5- Very poor**

High expectations - level 1 or 2 for the attitude to learning from all of our students

Support us at home:

- **level 3** - check planners & students work
- **level 4/5** – very serious, talk to your child & find out the reasons why they think their teacher has given them such a low level for effort. Discuss and agree some targets



# Behaviour/Homework

**A positive attitude and private study are key to raising levels of achievement**

If a **B/H** appears on your child's reports it is a **serious** concern.

Both will hinder their achievement



**Mr Patel**  
**KS3 Leader**



# How you can support your child at home

## 1. Homework

- Checking planner daily
- Encourage early completion
- Discussion about content; encourage your child to talk through what they are doing
- Is their HW showcasing the best of their ability?
- How neat and well-presented is your child's book



# How you can support your child at home

## 2. Reading

We can't stress the importance of reading enough.

New GCSEs are tougher, contain more advanced terminology – the more we can extend our vocabulary, the better prepared we will be.

- Strong links between amount of reading and attainment.
- Read together; read at the same time; get your child to read to you
- Subject reading and reading for pleasure



# How you can support your child at home

## 3. Attitude to Learning

- ‘The more you put in, the more you get out’
- We have extremely high expectations – in terms of behaviour, respect....but also in terms of effort and attitude in lessons.
- Please support us in this
- We want every year 8 pupil to be successful and finish the year ready to start their GCSE journey.





# How you can support your child at home

## Top Tips!

- Keep on top of your child's homework
- Encourage plenty of reading
- Limit mobile phone/tablet/computer use (especially after 8pm)
- A good nights sleep (9-9.5 hours!)
- Breakfast!
- Support us in helping your child do as well as they possibly can.



# Useful resources

Maths



<https://vie.mathswatch.co.uk>

<https://www.mathsgenie.co.uk>

English



<https://www.educationquizzes.com/ks3/english>

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Teachers will be going through these again in lessons so students know how to use these resources

Great for exam questions. No password needed!



# Year Team

**Head of Year – Miss Hughes**

e: [shughes@greenford.ealing.sch.uk](mailto:shughes@greenford.ealing.sch.uk)

t: 0208 578 9152 (ex 4023)



# Common themes in Year 8 to look out for...



Ready- Respect- Safe



# Positive routines

- ❖ Taking part in an extra-curricular activity
- ❖ Going home straight after school/clubs
- ❖ Completing homework the day they receive it
- ❖ Limited screen time
- ❖ Enough sleep



# Positive routines

Time	Activity
3:00-4:15pm	Extra-curricular/Sport
4:30pm	Home
4:30-5:30/6pm	Homework
6pm	Dinner time/Family time
7pm	Leisure/down time
9pm	Bedtime- NO SCREENS



# Graduation

We have a duty to ks4 students and teachers to ensure all are ready to learn

It is based entirely on 'attitude to learning'



You will receive 3 interim reports so will have plenty of indication if Graduation is in doubt

Graduation will form the basis of the 'Raising Achievement Day' conversations

**Our target is for 100% of year 8 students to graduate**



# Year Team

**Deputy Head of Year – Mr Parry**

e: [sparry1@greenford.ealing.sch.uk](mailto:sparry1@greenford.ealing.sch.uk)

t: 020 8578 9152 (ex 4023)





# Role models

- Our Y7s will look up to you.
- They will copy your routines in school and at home.
- What does your evening routine look like?
- How can you be a role model in school?



# Uniform Expectations



KS3 KS4 JLT



Sport Uniform

- ✓ Do wear a green, black, purple, white or school scarf.
- ✓ Do wear green, black, purple, white hijabs.
- ✗ Don't wear patterns or non-school colours on scarves or hijabs.
- ✗ Don't wear excessive jewellery - including decorative brooches.
- ✓ Do wear A-Line knee length skirts.
- ✗ Don't wear tight trousers, jeans or short skirts.
- ✓ Do wear supportive black leather shoes not canvas.



## Compulsory School Shoes





# Clarity on uniform issues

Students are not allowed:

- Lines in hair
- Dyed hair
- Nail polish
- Make up
- Ear and nose piercings





# Attendance

- Forms compete for 100% attendance.
- Last year Y7 had the best attendance in school and we will compete against this years Y7 on attendance also.
- Extremely difficult to catch up subject specific content on your own.
- A missed day of education will involve a back to school interview with form tutor.
- Students then complete a back to school form showing work has been caught up at home and signed by parent, subject tutor and form tutor for each individual lesson.



# Attendance

## Back to School Interview



Name:.....Form:...

**Section 1:** To be completed by form tutor with the student, on the students return from absence.



Reason for absence			
Days absent from school			
Have you seen any evidence of illness (doctors note, medication)	Yes	No	
Are they fit to return to school?	Yes	No	
What are their figures?	Attendance	Total days absent	Missed lessons
	%		

**Section 2:** to be completed by the student.

What advice has your form tutor given you to help you avoid this kind of absence in the future?	
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You now need to go see your teachers and get the work you missed as a result of your absence. You have 3 days to collect your work and get your teachers to sign it off. Then return this form to your form tutor.

Missed lessons	P1	P2	P3	P4	P5	P6
Catch up work received						
Signed by teacher						
Signed by parent						

Ready

Respect

Safe



**Mr N Laryea**

**Assistant Headteacher**

[nlaryea@greenford.ealing.sch.uk](mailto:nlaryea@greenford.ealing.sch.uk)



# Behaviour & Achievement

We expect to see those high standards in the classroom, around the school site, and in our community

**GHS Rules: Ready – Respect – Safe;**

In the classroom, we follow a **Behaviour For Learning Pathway**

If your child has **B** on their Interim it will indicate that their behaviour in that lesson is a concern.



# Behaviour For Learning Pathway

## Caution

- Verbal Warning is given.
- First time misbehaviour recorded.
- Teacher records name of student.

## Yellow card

- Final warning given.
- Second time misbehaviour is recorded.
- Teacher records name of student
- 15 minute detention followed by a restorative conversation with teacher.
- 1 behaviour point issued

## Red card

- Final time misbehaviour is recorded.
- Student will be sent to another class within department.
- 30 minute department detention on a night selected by the department followed by a restorative conversation with teacher.
- Behaviour incident recorded on student's file.
- 2 behaviour point issued



## Red Lines

*Breach of these will result in an instant patrol to remove student:*

- Fighting;
- Swearing at staff;
- Dangerous behaviour that puts students or staff at risk;
- Damage to school property.







# Patrol

- If your child has been patrolled from a lesson it means that their behaviour is no longer welcome within the classroom.
- A senior member of staff will collect the pupil from the classroom.
- This is serious – a phone call home with a 1 hour detention on that day will be issued; along with a 1 hour SLT detention on the Friday of that week.



# How can you support

- Reinforce our expectations with your son/daughter at home.
- Check their planner weekly – Achievement Points and Behaviour Points.
- Support the school and the behaviour policy when staff call home.
- Keep us informed of any information that may impact on your son/daughter's behaviour in school so we can support.



# AoW/Reflection

- You made GHS the school of choice for your child – why?
- Our ethos, systems, rules and routines have helped us to be the outstanding school that we are today.
- Top 3 things to take away?
- How can you support us at home?